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ABSTRACT

The 1979-80 Professional Development Plan was designed to provide Lansing Community College administrators, faculty, and custodial staff with alternative methods of confronting job-related challenges. This descriptive report first presents a rationale and overview of the program, citing the importance of effective job performance to the college and the community it serves, and outlining the roles of the Professional Development Office and the divisional officers in providing for: (1) the individual's acquisition of new information and skills; (2) department or small group efforts to consider new approaches to problems or decisions; (3) discussion of interpersonal relations and personnel concerns; and (4) the sharing of ideas and information from within and outside the college. A calendar of workshops and seminars for 1979-80 follows, along with a list of alternative activities including sabbatical leaves, field experiences, and in-service programs at the department level. The report then presents the Professional Development Plan objectives and activities for the Applied Arts and Sciences, Student Personnel Services, Arts and Sciences, Business, College Services, and Learning Resources divisions. A formal statement of 20 program objectives categorized in terms of five general goals concludes the report. (JP)

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PROFESSIONAL DEVELOPMENT PLAN

LANSING COMMUNITY COLLEGE

1979-80

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SEPTEMBER 12, 1979

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PROGRAM RATIONALE

Throughout Lansing Community College's history, its employees have made the college a valuable part of the greater Lansing area. The initiative, skill, and knowledge they bring to the job and to the students foster quality. The many activities in which they participate to keep up with their work and personal well being are important to the college. Recognition of and support for the many individual and group projects which improve upon current practices and/or maintain high quality is the primary goal of Professional Development.

It is a natural part of everyone's daily responsibilities to seek and to consider alternative ways of confronting the challenges of the job--be it secretarial, instructional, administrative, technical or custodial. The task of doing so requires time, commitment, resources, and creativity. Where these elements are lacking, the Professional Development program should strive to provide them.

Professional Development must operate at all levels within the college where a need is recognized by those most directly responsible for their own jobs, programs, or organizational units. Programs may be initiated by either an individual or a small group. From such beginnings personal and organizational improvements can result. New information, greater skill, and new methods may be acquired by the participants resulting in more efficient and effective job performance. Where this occurs, the college stands to benefit.

The Professional Development Program serves to coordinate the staff development activities for all employees. The program seeks to encourage cooperative ventures, within the college and with the community, in order to enhance an already dynamic institution.

Professional Development
1979-1980
An Overview

Professional Development serves as a resource to individuals, departments and programs in the college. As a resource, it provides alternatives to look at problems and assignments which make up the daily workload. Program activities focus upon:

I) the individual's acquisition of new information and skills.
II) a department or small group effort to consider new approaches or reach a decision
III) the interpersonal relations and personnel concerns of an organization (e.g. legislative compliance, attitudes toward colleagues)
IV) the sharing of ideas, information, and resources from both within and outside the college.

The 1979-1980 year will offer many challenges to develop both as individuals and an institution. The Professional Development program promotes initiatives to explore the new and re-examine current practices and ideas. Here are some of the ways the program works:

- The Professional Development office and divisional programs serve as a resource for planning. The program director and divisional officers identify program personnel, facilitate the handling of the necessary who, when, where, and what details and communicate with college employees about activities of the divisions and college.
- The Professional Development office functions as a clearinghouse. Program activities are reported to the office to be included on the monthly calendar and made available to individuals making inquiries about current events.
- The Professional Development office and divisional officers work with other programs to support their initiatives through funding, publicity, follow-up, evaluation, and recordkeeping.
- The Professional Development Committee meets regularly to advise the program director on policy and to make recommendations to the President's Council. The annual plan is a product of the committee's work.
- The Professional Development office works with the Personnel Office to provide regularly scheduled Orientation programs for new employees. Participation by full and part-time personnel is encouraged.
- The Professional Development Officers serve as the first contact for people who have ideas and observations about the programs direction and/or potentials. The officers, in turn, maintain an on-going working relationship with the program director.

Consultation with individuals to work on their teaching or administrative concerns is provided by the Professional Development Office. This service is offered to help people identify problems and solutions on a confidential basis. Inquiries and consultations are conducted in a professional manner to assist the individual to explore alternatives.

- Professional Development Committee members are:

John Cooper, Director
Professional Development Program Director

Joseph Anderson, Chairperson
Humanities

*Jo Birchfield, Divisional Professional Development Coordinator
Applied Arts & Sciences Division

*James Brainerd, Director
Data Processing Programs
Business Division

David Davidson, Personnel Assistant
Personnel Department

*Yvonne Evanoff, Divisional Professional Development Coordinator
Learning Resources Division

*Katy Kemeny, Divisional Professional Development Coordinator
Student Personnel Services

*Sue Reed, Secretary, Business Office
College Services

Peggy Viecelli, Secretary
Management Information Systems

Roger Ward, Graphic Artist/Photographer
Instructional Media Department

*Dick Yarger, Associate Professor
Science Department
Arts & Sciences Division

*Officers

1979-1980 Programs

The following list sets forth programs planned for the 1979-1980 school year which may serve the college. They may be offered at the initiative of divisional officers working with the Professional Development Director or vice versa with the support of divisional officers and college programs. Programs focus upon the following employee areas and interests.*

Administrative professional development activities should help administrators responsible for (1) managing, coordinating, and securing resources and (2) developing curricula in cooperation with faculty. These programs may involve exchanges within the college or programs which include persons from outside the college who share an interest in community college education.

Faculty teach the students/community who look to L.C.C., for educational services. Professional Development should help them meet the challenges of new times with traditional and non-traditional students. A variety of activities may be offered with advance planning so that faculty can plan for participation throughout the year. In addition, departmental and divisional programs will be supported where requested.

CTP and Custodial personnel provide high quality services to the college in a talented and resourceful manner. As the college has grown, their jobs have changed along with those of faculty and and administrators. Professional Development should help them to grow in the job and continue to deliver good services throughout the college.

*The following programs suggest the employee group which might be most interested in the topics and issues covered. In most cases, participation is not limited to that group.

PROGRAMS

Professional Development

1979-1980

ALL September 5 - 1:30-4:30 - Time Management - Administrators in the Health Careers area will have an opportunity to explore how they use time; what they might do to reduce the pressures of the clock etc. The program will focus on an analysis of time wasters and practical solutions to help meet the needs of each participant.

*September 10-14 - CBE Workshop (Applied Tech) - Faculty in the Applied Tech department will participate in a five-day program to become familiar with competency based education. The faculty members will have an opportunity to begin to revise their course material to comply with state requirements that courses be competency based.

September 15 - 9:00-12:30 - New Perspectives for Adult Educators. The Facilitation/Learner Connection. The Capital Area Continuing and Community Education Association, Continuing Education and Professional Development Program will offer this staff development program for instructors of adult students. Karen Karelius-Schumacher, Ph.d, M.S.U., will make a presentation about the adult learner. Join us! Old Central Cafeteria.
Primary Focus: Faculty and Administrators

*September 13-19 - 8:30-12:30 - Gaming and Simulation. A program to provide an introduction to simulation and gaming, how to use S/G in the classroom, and some hands-on experience with various types of simulation and gaming as well as some application to each participtants classroom.
Primary Focus: Faculty

September 20 - 1:30-4:00 - Basic Skills at L.C.C. Sponsored by the Math, Communications, and Student Development Services. This program will offer 1) information about what is currently available in Basic Skills at L.C.C., 2) an awareness of how faculty can help their students and 3) knowledge about what cooperative efforts could be made between faculty, counselors, and advisors and the Basic Skills programs.
Primary Focus: Faculty, Counselors, and Advisors

September 24 - 10:00-11:30 - Dr. John E. Roueche. Professor and Director--program in Community College Education--University of Texas. Dr. Roueche has done a great deal of work with developmental education, staff development, and consulting with community colleges throughout the country. He is an excellent speaker--both entertaining and informative. Lansing Community College is privileged to have him as part of the kick-off activities for the 1979-1980 school year.
Primary Focus: Faculty and Administrators

September 24 - 1:00-2:30 - Teleconference. "A National Dialogue: Public Broadcasting, Community Colleges, and Adult Learning" A presentation for faculty and administrators on PBS closed circuit satellite feed in collaboration with Michigan State University and Dr. Lee Thornton, Director, Television Production, Lansing Community College.

September 24 - 3:00-4:00 - International Student Information Update. Faculty members will have an opportunity to become familiar with the admissions process, advising procedures, language assistance, and referral mechanisms available in working with international students. The program will include a student panel to discuss cultural adjustment.

Primary Focus: Faculty and Administrators

September 26 - 3:00-7:00 - Teaching Resource and Support Services Fair. The Fair will provide faculty with an opportunity to become familiar with support services available to assist with classroom and student activities such as counseling, testing, library services, public safety, writing, tutoring and many others. It will be an opportunity to exhibit and explain services to full and part-time faculty so that they may be informed about how to use them and who to contact.

Primary Focus: Faculty

October 10-11 - Women in Management. This 1½ day conference will consider administrative topics such as planning, supervising, group leadership, conflict resolution, life planning and organizational communication. The program will permit participants to get involved in and to examine administrative issues.

Primary Focus: Women Administrators

October 19 and November 2 - 8:30-10:30 - Grants - The Resource Development and Professional Development Office will offer a program to 1) explain the functions of the Resource Development Office in support of grant applications and 2) learn how to discover the availability of grants and whom to contact. The second session will look at procedures for managing and administering a grant. If interest demands, the program will be followed up by an in-depth grants writing seminar to be held in February.

Primary Focus: Administrators and Faculty

October, week of 10/22 - Building and/or Strengthening Teams. Managing an office or college operation may often require that CTP and administrative/faculty personnel work closely to carry out management activities. The program will focus on building teams, recognizing the complementary role of a secretary-boss team in handling administrative tasks, and familiarize the secretarial personnel with administrative practices appropriate to their office. This program may be of value to teams other than the boss-secretary (e.g. technical supervisor-department chair)

November 8-9 - The Changing World of Work. Educational managers have seen many changes during the decade of the 70's--new employee groups, greater legislation (Title IX, 504, OSHA, etc.), pressures for accountability, consumerism, unions, and many more new perspectives. This program will attempt to provide an opportunity to consider the impact of these changes upon the individual and the college. How do we resolve the many personal conflicts and stresses posed by efforts to provide new opportunities and safer or more efficient work conditions.

Primary Focus: Administrators

*December 17-21 - The 1980's. A program designed to consider the past and the future for education. Highlighted by a keynote speaker to begin the week. The program may offer a variety of seminar or roundtable sessions to consider energy, technologies, legislation, funding and a host of topics proposed by people throughout the college.

Primary Focus: All Employee Groups

*December 17-21 - Grading, Testing, and Evaluation. A seminar for faculty concerned about good testing, construction of test items, item analysis, grading and other issues pertinent to the topic. There should be some in-depth consideration of the principles and mechanics of testing as well as some application to the participant's course concerns.

Primary Focus: Faculty

WINTER Week of January 21 - Community Needs Assessment. Are we meeting the needs of our constituencies? Are there new student groups which the college might serve? How do we let them know what we have to offer? How do we find out what they want? Are there methods of delivering instruction which might expand college offerings? These questions and others will be the subject of an intensive program.

Primary Focus: All employees

Week of February 4 - Organizational Communication. There is a continuing need to understand both how to communicate, to whom, and when. A program may be developed to offer some insights into an organization's networks of communication, the function of communication, and messages people send and receive. This program may be a follow-up to the fall program on building teams.

Primary Focus: CTP

Week of February 11 - Grants - This program will be a follow-up to the fall Grants Seminar. It is anticipated that an extended day to day and a half seminar might be provided for grants writing. An outside resource person will be sought for the program.

Primary Focus: Faculty and Administrators

Week of February 25 - Problem Solving Strategies. How do you handle problems? This workshop may look at methods for generating alternative solutions, getting consensus on the part of those working with the problem, and putting the solution in place.
Primary Focus: Administrators

*March 31-April 4 - Conflict Resolution. There are ways to resolve conflict. The program will spend some time considering the dynamics of conflict, differences between group and one-to-one conflict, listening skills, strategies for resolving conflicts, etc. There will be opportunity to consider the strategies in relation to case studies and concerns of the participants.
Primary Focus: Faculty and Administrators

SPRING Week of April 7 - Me on TV. A short session on performing and viewing yourself on TV for maximum effect. The how's and why's of using TV as a learning tool.
Primary Focus: Faculty

Week of April 21 - Motivation and Morale. Are you motivated? Do you motivate? What are some reasons for low and/or high morale within an organization? Do you have a role or responsibility for motivation and morale in your work? It would be very worthwhile to consider some of these questions and offer means to address such issues with the people with whom we work.
Primary Focus: Administrators

Week of May 5 - CTP Program: College Operations. This program may offer some explanation of college procedures for those who move paper, maintain records, and meet deadlines on a daily basis. What forms are used and why? Can we reduce the number of times forms are completed, paper is processed, or mistakes are corrected?
Primary Focus: CTP employees

Week of May 19 - Work/Home and Pressure to do... Is there a continuing need to look at where our stress comes from, and how we may reduce it. This program should be designed to better understand what stress does to each of us and how we can manage it.
Primary Focus: All employees

Week of June 2 - Decision-Making Made Easy. How are you making decisions? Is there a better way? The program would take a look at the decision-making process, deductive reasoning, and strategies for arriving at alternatives when making decisions.
Primary Focus: Administrators

Faculty Seminars - Each term a series of seminars may be offered for faculty members who wish to consider topics of interest to their classroom, the students they teach, and additional work assignments.

*Programs noted with an asterisk may be considered for fulfillment of 5 professional development days upon conferring with the respective department chairs.

1979 September

Week of 9/3 Time Management

9/10 DBE Workshop
New Perspectives for Adult Educators

**9/17 *Gaming & Simulation 9/13-9/19
John E. Roueche 9/24

9/24 Teaching Resource Fair 9/26
President Gannon 9/26

October

Week of 10/1

10/8 Women in Mgt. 10/10-10/11

10/15 Grants 10/19

10/22 Team Building 10/26

10/29 Grants 11/2

November

Week of 11/5 Changing World of Work 11/8-9

11/12

11/19

11/26

December

Week of 12/3

12/10
*1980's-12/17-12/21

12/17 *Evaluation (Grading & Testing)
12/17, 12/21

12/24

12/31

1980 January

Week of 1/7

1/14

1/21 Community Needs Assessment

1/28

February

Week of 2/4 Organizational Communication

2/11 Grant Writing

2/18

2/25 Problem Solving Strategies

March

Week of 3/3

3/10

3/17

3/24

3/31 *Conflict Resolution 3/31-4/4

April

Week of 4/7 "Me on TV"

4/14

4/21 Motivation and Morale

4/28

May

Week of 5/5 CTP Program College Operation

5/12

5/19 Work/Home and Pressure to do

5/26

June

Week of 6/2 Decision Making Made Easy

6/9

6/26

6/23

6/30

*Programs noted with an asterisk may be considered for fulfillment of 5 professional development days upon conferring with the prospective department chairs.

**Other programs in that week include: Basic Skills at L.C.C. 9/20, Teleconference 9/24 and International Student Information Update 9/24.

Program	Dates	Person(s) Responsible
Grants	10/19 and February	Cooper/Kemeny/Evanoff
Gaming and Simulation	9/13-9/19	Yarger
Teaching Resource Fair	9/26	P.D. Committee
Women in Management	10/10 and 10/11	Kemeny/Cooper
Team Building	10/26 (Tent.)	Cooper
Changing World of Work	11/8 and 11/9	Cooper/Kemeny/Souden
1980's	12/17-12/21	Cooper, et al
Grading, Testing, and Evaluation	12/17-12/21	Cooper/Yarger
Marketing/Community Needs	Week of 1/21	Brainerd/Cooper
Organizational Communication	Week of 2/4	Evanoff/Cooper
Grants	Week of 2/11	Cooper/Kemeny/Evanoff
Problem Solving Strategies	Week of 2/25	Birchfield/Cooper
Conflict Resolution	3/31-4/4	Cooper/?
Me on TV	4/7	Cooper/Evanoff
Motivation and Morale	Week of 4/21	Cooper/Brainerd
CTP/College Operations	Week of 5/5	Cooper/Reed
Work/Home and Pressure to do...	Week of 5/19	Birchfield/Cooper
Decision Making Made Easy	Week of 6/2	Kemeny/Cooper
Term long seminars - Faculty/Teaching Seminars Fall-starting week of 10/1 Winter-starting week of 1/7 Spring-starting week of 4/7		
On-going	Orientation-monthly	Cooper/Bickert

IS THAT ALL?

Professional Development has never been composed solely of workshops and seminars at the college. Other activities include:

Sabbatical leaves

Conference travel

Campus visitations

Leaves of absence

Field experiences and internships

Tuition reimbursement opportunities

Faculty exchanges with other colleges

Special assignments/projects release time

Planning sessions

In-service programs at the departmental level

Grant development

Equipment training

Program Assessment

If you are planning or conducting any such activity, share the fruits of your experience with colleagues. Let your divisional officer or the Professional Development Office hear from you. Call 373-7135.

DIVISION OF APPLIED ARTS AND SCIENCES

PROFESSIONAL DEVELOPMENT PLAN 1979/80

JO BIRCHFIELD, PROFESSIONAL DEVELOPMENT OFFICER

In 1979-80, Professional Development in Applied Arts and Sciences will address itself to the creative growth of the individual, both personally and professionally. Programs to foster this growth will be presented at three levels:

1. personal
2. departmental
3. divisional

The following is an outline of programs under study at this time. Others will emerge throughout the year, as needs are expressed or perceived.

I All Personnel
- A. Title IX Workshop
- B. Follow-up session to stress workshop including:
  1. coping with change and adversity
  2. dealing with hostility

II CTP's
- A. Departmental secretaries--workshop on
  1. procedures, deadlines, critical dates, calendar
  2. workshop on management supervising and leadership skills

III Administration

- A. Follow-up sessions to the MBO Workshop
  Suggested subjects:
  1. decision-making and problem solving perhaps utilizing Kepner-Tregor techniques
  2. Group-dynamics
  3. Leadership skills
  4. Marketing techniques
     a) identifying community needs
     b) supplying programs to meet those needs
  5. Meeting between Dean Monroe and the Program Directors for the purpose of better communication between Deans and the Program Directors.

IV Faculty

- A. "Trade show" provided by Learning Resources and SPS and Professional Development, to alert faculty to support services available to them.

Date: September 26, 1979

B. Evaluation techniques
   1. Traditional tests; making exams
   2. performance evaluation (skills, testing)

C. Continuation of Faculty Seminars on Teaching Techniques
   1. "The 4th R"--Reasoning
   2. Understanding the special needs of Lansing Community College students (student profile)

D. Computer workshop (use of computer in teaching)
   1. computer assisted instruction
   2. computer managed instruction

E. Faculty-industry liaison
   1. explore ways that faculty can spend some time out in the field for up-dating purposes.

F. The legal issues involved in teaching
   1. especially for Health Careers in the area of clinical evaluation.

G. Interpersonal Relationships Program
   1. especially student-teacher relationships (continuation of Truck-driver training program)

STUDENT PERSONNEL SERVICES

PROFESSIONAL DEVELOPMENT PLAN 1979/80

KATY KEMENY, PROFESSIONAL DEVELOPMENT OFFICER

OBJECTIVE

To provide meaningful Professional Development activities to each group in our division.....(Administrators, Faculty, and CTP), based on formal and informal surveys.

The following Professional Development activities are planned:

SUMMER

1) August: "How to Manage People and Time - Part II" A follow-up to the secretaries workshop held in February, 1979.

   Program: Discussion of office procedures, staff development, training and supervising.

   For: Full-time and part-time CTP staff

FALL

1) September: Fall Orientation Dinner

Program: Social get-together, welcome by the Dean, video presentation of orientation to Lansing Community College and orientation to departmental procedures.

For: New part-time faculty

Resource Persons: Divisional administrators

2) September: 1979-80 Divisional Orientation

Program: Introductions, housekeeping duties taken care of and a professional development activity to be decided.

For: Administrators and faculty

Resource Person: To be decided

3) September: Grant Writing I (first of three College-wide workshops)

Program: Orientation to the function of the Resource Development Office in support of grant applications, how to discover the availability of grants and whom to contact initially.

For: Administrators and faculty

Resource Person: Mr. Tom Trousdell, Resource Development Office, Lansing Community College

4) September: Grant Writing II

Program: Grant writing style and format. How to write successful grant applications. Participants may work on grants they are in the process of writing or gain practical experience by writing grant samples or other exercises.

For: Administrators and faculty

Resource Person: Mr. Tom Trousdell, Resource Development Office, Lansing Community College, or outside grant writing expert.

5) October: Women in Management

Program: Experiential workshop on conceptual, technical, human relations and personal issues of management.

For: Full and part-time administrators

Resource Persons: Dr. Howard Hickey and Dr. Mary Lee Davis, Michigan State University

To be held off campus

6) October: Working and Feeling at Home in SPS - A student-aide orientation workshop.

Program: Orientation to the Division and the Department of Public Safety. Instruction in the proper handling of the telephone, how to deal with the public and present a positive image of Lansing Community College.

For: New student-aides

Resource Persons: Lansing Community College personnel or video presentation

7) October: Grant Writing III

Program: Procedures of grant administration for the project director

For: Administrators

Resource Person: Mr. Tom Trousdell, Resource Development Office, Lansing Community College

8) October: New Issues in Management

Program: Contemporary management skills and issues. Review of "Women in Management" workshop: process, objectives and outcomes.

For: Administrators

Resource Persons: Dr. Mary Lee Davis and Dr. Howard Hickey, Michigan State University

WINTER

1) January: Faculty Orientation Dinner Program and Resources

Program: Social get-together, welcome by the Dean, video presentation of orientation to Lansing Community College and orientation to departmental procedures.

For: New part-time faculty

Resource Persons: Divisional administrators

2) February: Title IX Workshop - a follow-up to "People Problems in the World of Work", held March, 1979.

Program: Experiential workshop utilizing video vignettes of typical sex discriminatory occurrences as stimulus for group discussion (this format is still somewhat tentative)

For: Administrators, faculty and CTP

Resource Persons: Ms. Joanna Stark, Department of Civil Service and Dr. Howard Hickey, Michigan State University.

3) January: Working and Feeling at Home in SPS - a student orientation workshop.

Program: Orientation to the Division and the Department of Public Safety. Instruction in the proper handling of the telephone, how to deal with the public and present a positive image of Lansing Community College.

For: New student-aides

Resource Persons: Lansing Community College personnel or video presentation

4) To be decided Workshop on a topic of personal concern; e.g., human potential, physical fitness, etc.

Topic, format, date, and resource persons to be decided.

For: CTP

5) To be decided — Evaluations of Personnel - a workshop on how to use evaluations in a constructive way.

For: Administrators

Resource Persons: To be decided

SPRING

1) To be decided — Working and Feeling at Home in SPS - a student-aide orientation workshop

Program: Orientation to the Division and the Department of Public Safety. Instruction in the proper handling of the telephone, how to deal with the public and present a positive image of Lansing Community College.

For: New student-aides

Resource Persons: Lansing Community College personnel or video presentation

2) To be decided — Management for Secretaries

Program and resource person to be decided.

3) To be decided — Decision Making Made Easy

Program: Review of decision making process using deductive reasoning.

For: Administrators and faculty

Resource Person: Outside resource person to be decided

DIVISION OF ARTS & SCIENCES

PROFESSIONAL DEVELOPMENT PLAN 1979/80

DICK YARGER, PROFESSIONAL DEVELOPMENT OFFICER

The future of Lansing Community College rests heavily in its ability to adapt to a changing environment. Professional Development must play a significant role in providing the new skills and awareness necessary for this adaptation. With the more settled campus atmosphere the Professional Development Program of the Division of Arts & Sciences is in a position to build on the support of staff members which existed previously. Programming for the upcoming year will be diverse and related as closely as possible to divisional, departmental, program, and individual needs.

The initial planning reflected here is based on the recent formal needs assessment and on much informal information gathering over the past several months. It is as specific as possible at this time, reflecting a desire to make program information available to staff with as much lead time as possible. It is also flexible to allow for the new needs and program ideas which we know will surface during the year.

Areas Of Activity For The Upcoming Year

1. Continuation of the Seminar Series as a means for involving staff in short-term activities designed to build skills and increase awareness.

2. Continue attempts to encourage and support departmental and program groups in the development of activities specific to their needs and interests. Examples: Reasoning, Basic Skills Workshop, Communication Department activities, Environmental Education Group.

3. Identify and develop activities in pre-term and between term periods for faculty. Examples: Simulation/Games, Learning Theory, Evaluation and Grading, Instructional Design, Evaluation of Student Writing Skills.

4. Greater stress on cooperation in program development with other divisions and the Professional Development Office. Examples: Grantsmanship, Teaching Resources Fair, Market Analysis and Program Development, Personal Development activities.

5. Continued support for personal development activities targeted for all employee groups. Examples: Stress, anger.

6. Improved attempts to assure that classified staff in the division are aware of the programs which are available.

7. Foster an increased appreciation of the organizational role in facilitating Professional Development. Strive to make the program an integral part of the institution rather than an add-on.

8. Continue to increase emphasis on evaluation of program activities.

9. Attempt to involve various employee groups and classifications in activities together as a means of building bridges and improving communication.

DIVISION OF BUSINESS

PROFESSIONAL DEVELOPMENT PLAN 1979/80

JAMES BRAINERD, PROFESSIONAL DEVELOPMENT OFFICER

The following Professional Development programs are scheduled for the 1979-80 academic year. These programs were developed with substantial input from individual faculty, staff and administrators through the annual Professional Development survey and personal contracts with other areas of the college and the Professional Development Committee.

This year's program will be divided into two parts: Individualized Professional Development (i.e. Sabbiticals, Special Research, Leaves of Absence) and Divisional Training (i.e. Seminars and other in-service training) for the various employee groups.

Fall Term

For faculty, a one week instructional design workshop will be presented by John Cooper following Fall term.

For Administrators, a program is planned to update them on budget procedures for the coming year.

For clerical, technical and paraprofessionals, a program in the role of support staff in an effective work team.

Winter Term

For faculty, a program on the MIS test scoring service or a workshop in new student evaluations.

For administrators, and CTP's, a workshop on how to interview prospective employees.

Spring Term

For faculty, a program on testing and evaluation.

For administrators, a workshop on automated tools for management.

For clerical, technical and paraprofessionals, a workshop on effective team building.

A program is currently being planned in automated office procedures for Faculty, Administrators and CTP's for Winter or Spring Term. Other programs will be offered as deemed advisable during the academic year.

DIVISION OF COLLEGE SERVICES

PROFESSIONAL DEVELOPMENT PLAN 1979/80

SUE REED, PROFESSIONAL DEVELOPMENT OFFICER

The College Services Division has been regularly involved in programs which enhance the services and personnel of the division. The activities speak directly to the concern for providing sound college operations and services. Such activities include the following:

- Financial Planning conducted on the part of the accounting and payroll offices in conjunction with Management Information Systems. The sessions have been held to upgrade the college operations with bookkeeping, disbursements and other functions of the offices.

- In-Service for Security is an important part of maintaining high quality security personnel familiar with the latest procedures and legal aspects of law enforcement. Each officer participates in periodic reviews of phases of security services.

- Grants - The Resource Development Office will be working with the Professional Development Office and divisional officers to provide several programs in Grants Administration and Writing. These programs will be designed to familiarize college personnel with the grants procedures and support provided by the Resource Development Office.

- Energy Conservation has been the focus of many programs and cooperative efforts spearheaded by Physical Plant. They have worked with internal and external personnel to pursue alternatives in a current topic vital to the college, other educational institutions and the community.

- MIS has consistently involved its people in conferences, travel, and cooperative efforts which are designed to upgrade the college's systems.

- The Business Services area has been sensitive to current issues and practices. Monthly meetings in the area have provided an opportunity to review departmental practices and college practices.

DIVISION OF LEARNING RESOURCES

PROFESSIONAL DEVELOPMENT PLAN 1979/80

YVONNE EVANOFF, PROFESSIONAL DEVELOPMENT OFFICER

1. Teleconference - Monday, September 24, 1979 (1:00 - 2:30 PM) "A National Dialogue: Public Broadcasting, Community Colleges, and Adult Learning" A presentation for faculty and administrators on PBS closed circuit satellite feed in collaboration with Michigan State University and Dr. Lee Thornton, Director Television Production, Lansing Community College.

2. Fall, 1979 - Title IX - A workshop designed to raise the participants awareness of problems encountered in the world of work through simulations, role playing, and other activities.
   Primary Focus: Administrators, Faculty, Staff

3. ALA - "The Speaker" - A controversial film to be shown with an open forum for discussion.
   Primary Focus: Administrators, Faculty, Staff

4. Fall and Winter, 1979 - Follow-up Applied Research Workshops - with 2-3 sessions. The goal of these sessions is to provide an opportunity for administrators to work out any specific research problems with the guidance of Diane Smolen of the Office of Institutional Research.
   Primary Focus: Administrators

5. Grants Workshop, Fall and Winter, 1979 - with two or three sessions. An introduction to grants - the types available, where to find them, and the hours involved when writing a grant.
   Primary Focus: Faculty and Administrators

6. Spring, 1979 - Marketing LRD Services - Planning and promoting present and future services. A series of workshops to help the assessment and communication of services to assure the most effective programming.

7. Winter, 1979-80 - Organizational Communication Workshop (People Skills) - Exploring the continuing problems of communicating in an organization.
   Primary Focus: CTP

8. Resource Search Skills, Spring, 1980 - Library - Ellen Person Continued in-service activities in resource search skills.

9. Spring, 1980 - "Me on TV" - A short session on performing and viewing yourself on TV for maximum effect. The how's and why's of using TV as a learning tool.
   Primary Focus: Faculty

10. Assertiveness on the Job - Spring, 1980 - A program using a keynote speaker to help explain the rule of assertiveness and how to differentiate between assertiveness and aggression (on the job).
    Primary Focus: CTP

11. Student-aide Workshops, Winter, 1979 - The role and problems of the student in the Division of Learning Resources, using supervisory personnel.
    Primary Focus: Student-aides

12. Brown Baggers - Continuous - A series of informal get-togethers at the noon hour to help acquaint personnel with the various activities and interests of the division.
    Primary Focus: Administrators, Faculty and Staff

13. All-college Orientation - Continued participation in orientation for all college personnel.

14. Christmas Social and Spring Picnic - Social activities to acquaint the various offices of the division.
    Primary Focus: All employees of the division

GOALS & OBJECTIVES STATEMENTS

I. GOAL: To continue to offer options for professional development which relate to people's immediate situation, programs and department/division.

OBJECTIVES

1. Given that professional development has been successful where initiatives are taken, the professional development officer must be recognized as the individual responsible for taking an active role to:
   a. identify local needs
   b. serve as a broker to match need with resources and
   c. to communicate these programs at the divisional level.

2. Given that programs which are offered with a general focus may affect people and departments, there is also a need to focus on activities which may be directly related, to encourage people to take initiatives and to make use of skills/information which may be derived from numerous sources in relation to their work setting and job responsibilities.

3. Departmental and divisional efforts must explore and attempt to implement approaches to professional development which go beyond the "workshops", which are short term exposures to new skills and information.

4. People within each division must be recruited to work with the professional development officer to identify needs, promote new ideas and relate program information/skills to their colleagues and jobs.

5. The professional development office and laboratory will continue to provide a service to the campus to meet needs which arise where resources are not readily available without infringing upon departmental/divisional prerogatives.

II. GOAL: To make available more opportunities for faculty to explore new teaching strategies as they may apply to their own classroom instruction.

OBJECTIVES

1. Given the positive response of faculty participants to date, there should be continued attempts to provide faculty exchanges, instructional design workshops, teaching seminars and departmental in-service programs where full and part-time faculty can consider new and traditional teaching principles.
2. The professional development laboratory must become a teaching resource center where individual assistance can be provided to assess current practices and alternatives, while offering pragmatic support services which the person can introduce into his/her classroom (e.g. testing and grading methodologies, group discussion skills, formats for lesson planning and writing objectives, etc.) Such assistance may be provided in cooperation with off-campus resources such as MSU's Learning and Evaluation Service, Professional Development Office and others.
3. Given the diversity of backgrounds and availability on campus of part-time faculty, the program should reach out to part-time instructional personnel to meet their needs, offer opportunities to meet with other full and part-time faculty and to provide them with essential information and resources to maintain or improve a high quality of instruction.

4. There is a continuing need to support in-service programs which provide faculty within departments an opportunity to examine subject matter in their specific field and teaching dimensions related to it.

III. GOAL: To involve administrative personnel in professional development programs, planning and the reinforcement of individual efforts to change or improve performance.

OBJECTIVES

1. Given the essential and significant role that administrators at all levels play, the program must seek and gain the support which they can provide through participation on the professional development committee, creation of appropriate programs in their own departments/ divisions and strengthen interface with the supportive service available through the professional development laboratory.
2. Given that time and priorities are often identified as prohibitive factors to participation there should be some attempt to identify programs/activities which merit priority while considering forums to address these priorities given time constraints which daily pressures place upon administrative personnel.
3. Given that initatives for administrative development originate outside of the professional development office and laboratory there should be resources available to support such programs as well as alternative approaches and recommendations provided when requested.

IV. GOAL: To refine current professional development programs and initiatives which are occuring throughout the institution.

OBJECTIVES

1. The orientation program will be revised to permit greater involvement and follow-up with orientation of new employees at the department/ divisional level with:
   a. recognition of procedures presently utilized
   b. provision of divisional orientors to work with new people and
   c. training and support materials for divisional orientors who are interested in working with new employees.

2. To revise and institute a new needs assessment for professional development to be distributed to all full and part-time employees of the college in order to determine program direction and support for initiatives which might be undertaken.
3. Given the increased demands for individual consultative services, the professional development laboratory should identify resources for independent endeavors, publicize availability of these services and explore the potential for serving as a broker to those in need of assistance not readily available.
4. Given that "workshops" have previously been a primary vehicle for professional development such offerings should be refined to:
   a. improve participation
   b. address specific employee populations and their needs and
   c. provide guidelines or formats which will relate content back to the work setting.

5. The continuation of program(s), procedures and policies related to professional development should be undertaken with attention given to institutional priorities and goals. The direction provided by those responsible should align itself in a supportive way with attempts to build upon the strengths of quality instructional and non-instructional services and programs now extant.

V. GOAL: Evaluate on-going staff development activities as they relate to personal objectives and institutional missions with follow-up programs to reinforce the program.

OBJECTIVES

1. Survey personnel regularly in oral and written form to identify needs.
2. Evaluate specific programs at the time of implementation with follow-up to determine impact.
3. Consider alternative approaches to formative program evaluation in relation to professional development beyond the AIDP grant period.

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